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AUTHOR Borman, Christopher; And Others
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ABSTRACT

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module uses the exposure and experience that student teachers gained during Modules 1 and 2 as the basis for developing formal classroom instruction to incorporate career education processes and resources realistically and effectively. This module is divided into three parts: "The Roles and Responsibilities of School and Community Personnel," "Infusion of Career Education into the Elementary/Secondary Curriculum," and "Mini-Make It and Take It Workshop (K-6/7-12)." The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

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CAREER EDUCATION FOR STUDENT TEACHERS, A TRAINING MODEL

BY

Christopher Borman
Sharon Colson
Judith McConnell
Barbara Banks
Mary Katherine Evers

Graphics by

J. C. Campbell

A Transportable Model for
Implementing Career Education into
Pre-Service Teacher Education Programs

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UE 015 965

MODULE 3

"Curriculum Development for Career Education"

RATIONALE:

Career education is a continuing process from K-12 and should be emphasized in all courses. All teachers need to be able to develop formal classroom instruction that will incorporate career education processes and resources realistically and effectively.

OBJECTIVES:

1) The roles and responsibilities of school and community personnel will be identified by the student teachers.
2) Student teachers will be prepared to develop teaching strategies within their subject matter and grade level area(s) that will infuse the existing curriculum with career education.
3) A structured method for student teachers to begin developing coordinated, sequential lesson planning with career education implications will be initiated.
4) Student teachers will become aware of the diversity of approaches that can be used in career education implementation.

EXPECTED OUTCOMES:

1) The student teacher will become knowledgeable of the contributions that can be made to career education by resource people in the community and by personnel within the school.
2) Student teachers will be able to infuse career education into their individual lesson plans.
3) Student teachers will demonstrate through classroom lesson plan presentations their understanding of the career education infusion process.
4) Through hands-on experience in workshop settings, student teachers will develop career education materials that utilize a variety of approaches for the diverse subject matter areas.

GUIDE TO MODULE 3

Introduction

Career education is a continuing process from K-12. This module uses the exposure and experience that student teachers have gained during Modules 1 and 2 as the basis for developing formal classroom instruction that will incorporate career education processes and resources realistically and effectively.

This module is divided into three parts:

. Part I	"The Roles & Responsibilities of School and Community Personnel"
. Part II-A	"Infusion of Career Education into the Elementary Curriculum"
Part II-B	"Infusion of Career Education into the Secondary Curriculum"
. Part III-A	"Mini-Make It & Take It Workshop (K-6)"
Part III-B	"Mini-Make It & Take It Workshop (7-12)"

Classroom activities in Module 3 are based on the Theoretical Ideal Rankings of the Basic Learner Outcomes that were introduced to the student teachers in Part I of Module 2. The nine areas of the Basic Learner Outcomes are equally important; however, emphasis within the categories shifts as the student progresses from K through grade 12. For that reason, only those categories that research has indicated as being most appropriate and important (for the average student) will be emphasized within the various grade level groupings.

The Teacher Educator should read the entire module before introducing it in the course of study. The Parts may be presented in the sequence listed or as separate units at appropriate times during the semester where the instructor finds them most useful. The module may be presented as a whole or in part and the Teacher Educator is encouraged to use only those sections that meet the needs of the pre-service students.

PART I.

"The Roles & Responsibilities of
School and Community Personnel"

This section of the module helps student teachers to understand that career education is the responsibility of many different types of people.

One fifty-minute class period is required for completing it. A set of transparencies provides examples of the various roles of both school and community personnel.

Review the Resources Needed Page for Part I. before continuing.

RESOURCES NEEDED

Part I.

Materials Provided:

1) Leadership Guide

2) Transparencies Set: "Roles & Responsibilities of School and Community Personnel"

Materials to Prepare:

1) None

Equipment Needed:

1) Overhead Projector

2) Pointer

Media to Request from Region Education Service Center:

1) None

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part I

Schedule of Activities

Activity		Time
Introduction		5 min.
Presentation:	"Roles and Responsibilities of School and Community Personnel"	40 min.
Summary		5 min.
	TOTAL TIME	50 min.

LEADERSHIP SCRIPT

Instruction and Notes	Script (Teacher Educator Speaking)
Is an overhead projector available?	
	Because career education is not a separate component within the educational system, but an integral part of the total educational spectrum, the lectures and activities to date have been designed to show the divergent properties of career education.
	In summary, you have experienced an awareness of and an orientation to career education by definitions, by

Instruction and Notes

Show Transparency #1 of "Roles and Responsibilities of School and Community Personnel."

Script

what is happening in other states, by policy and media from the national level and from local education agencies.

Module 3 which begins today will draw the divergent properties into perspective so that the many parts may be combined to form the whole. As an introduction to the assimilation process, considering the career education roles and responsibilities of both school and community personnel will help in our effort to organize for curriculum development.

NO GROUP OF SPECIALISTS (such as curriculum directors, vocational educators or counselors) is capable of facilitating or accomplishing the objectives of career education alone.

Instruction and Notes	Script
Show Transparency #2.	SINCE CAREER EDUCATION DEPENDS on contributions from individuals both within and without the educational setting, a variety of persons have the potential to facilitate or impede its progress.
Show Transparency #3.	THE IMPACT AND FOCUS of different contributors to career education will be quite varied. The contributions of various individuals to a career education program must be coordinated and related to the total program.
Show Transparency #4.	ALL TEACHERS can make the following contribution to career education. They can assist in the attitude development of their students. They can promote positive values and attitudes toward work and education. They can also relate classroom activity with future educational or occupational options and they can lessen the abstractions and

Use a pointer to emphasize the various examples of these contributions during the presentation.

Instruction and Notes

Show Transparency #5.

Continue to use a pointer to relate the script to the transparencies.

Script

conceptual level of course content by infusing concrete examples from the world of work.

ELEMENTARY TEACHERS can make contributions such as assisting students in acquiring and applying vocabulary relevant to occupational and educational differentiation. For example, the word "charge" means one thing to a sales clerk, but can mean something quite different to an engineer or a lawyer.

Teachers can also assist students in beginning to understand and appreciate their unique interests and abilities.

Teachers can introduce students to the decision-making process. Teachers also, can promote an understanding of the occupational world and the interdependency of workers.

Instruction and Notes

Show Transparency #6.

Show Transparency #7.

Script

JUNIOR AND SENIOR HIGH SCHOOL TEACHERS can provide support to students and assist them in beginning to identify with the world of work. These teachers can provide students with information about various jobs, training, and apprenticeship programs when they have the information.

They can assist students in developing specific job skills.

All teachers serve as points of reference for their students in career related matters. How teachers respond to the importance of self-knowledge, work, job skills, vocational education, planning and personal opportunity to find success and satisfaction in life will affect how students view these areas.

COUNSELING AND GUIDANCE PERSONNEL should contribute to career education. They can help classroom teachers implement

Instruction and Notes	Script
	career education in the classroom. Counselors can serve as liaison contacts between the school and the business-industry-labor community and serve, usually with other educational personnel, in implementing career education concepts within the home and family structure. Counselors and guidance personnel can also help students in the total career development process--including the making and implementation of career decisions. They should participate in and give direction to placement and follow-up programs as well.
The Teacher Educator may digress from the script to lead the class in a discussion of the topics presented on the transparencies.	
Show Transparency #8.	EDUCATIONAL ADMINISTRATORS AND SCHOOL BOARDS can contribute to career education by emphasizing it as a priority goal, by providing leadership and direction to the career education program, by involving the widest possible community participation in career education

Instruction and Notes

Script

policy decision-making, by providing the time, materials, and finances required for implementing a career education program, and by initiating curriculum revision needed in meeting the demands of a comprehensive K-12 career education program.

Show Transparency #9.

Continue using a pointer to draw attention to the transparencies.

PARENTS AND THE HOME are an important part of a career education program, too. Parents can contribute to the career education program in several ways. They can encourage their children to explore a wide spectrum of alternatives both educationally and occupationally. Parents help by being sensitive to and accepting the ambivalence or tentativeness which their children exhibit with self images or images of future career alternatives. Parents should not be defensive about their lack of information about occupational or educational alternatives in which their children express interest.

Instruction and Notes

Script

They should help their children make contact with specialists having information relevant to their concerns.

Show Transparency #10.

THE BUSINESS LABOR-INDUSTRY COMMUNITY can provide observational, work experience, and work-study opportunities for students and teachers, counselors and administrators. This group of people can serve as career development resource personnel for teachers, counselors and students. They can also participate in part-time and full-time job placement programs. They can participate both in career education policy formulation and in programs designed to reduce worker alienation.

Show Transparency #11.

The school cannot accomplish the objectives of career education alone. Through contributions from individuals both within

Instruction and Notes

Script

and without the educational setting, career education can become a reality in any school district.

As you can see there are many people who contribute to career education, each in a different and special way. We are going to be concerned with your role in career education. At the next class meeting, we will look at ways you can infuse career education into the curriculum.

Note: The Teacher Educator is to use the appropriate section in Part II.

A--Elementary Level

B--Secondary Level

PART II.

"Infusion of Career Education
into the Curriculum"

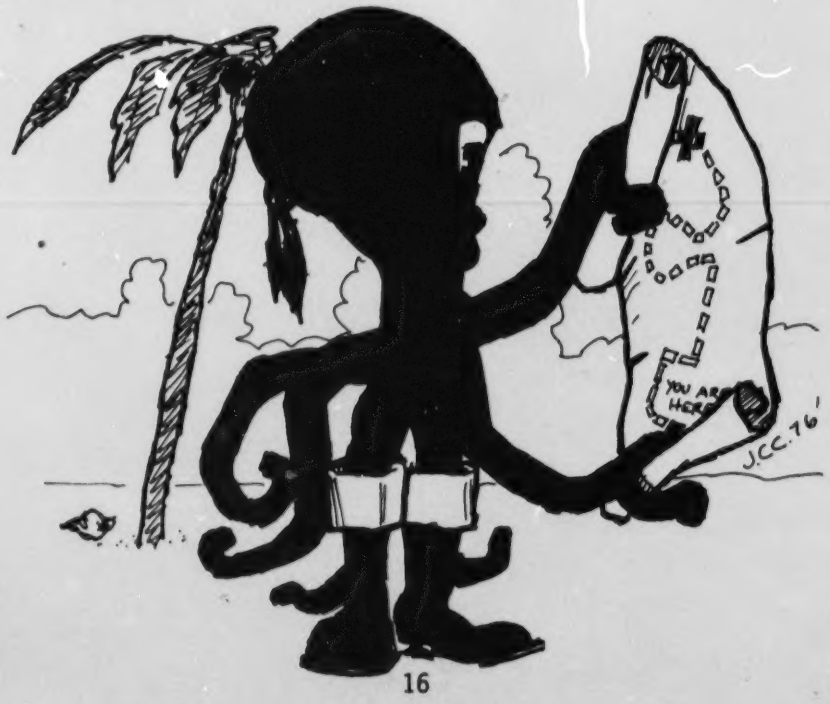
This part has been divided into two sections:

- Part II-A looks at the infusion process from a K-6 viewpoint.
- Part II-B looks at the infusion process from a 7-12 viewpoint.

Two fifty-minute class periods are required to complete Part II-A, and two fifty-minute class periods are required to complete Part II-B.

Student teachers will utilize information gained in Module 2 as they examine lesson plan examples and develop learning modules of their own.

Review the Resources Needed Page for Part II-A and Part II-B. One or both of these sections may be completed.



Part II. -A, Elementary

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide

2) Learning Modules (Lesson Plans), K-6

Materials to Prepare:

1) Duplicate Learning Modules (Lesson Plans), K-6, one for each class member.

2) Students will need to bring two handouts they received in Module 2:

. "Basic Learner Outcomes"

. "Basic Learner Outcomes, Theoretical Ideal Ranking"

Equipment Needed:

1) Duplicating or Copying Equipment.

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part II. - A

"Infusion of Career Education into the Elementary Curriculum"

First Day: Schedule of Activities

Activity	Time
Examples of Lesson Plans Infusing Career Education	20 min.
Assignment of Lesson Plan Activity	5 min.
Group Activity	25 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

FIRST DAY

Instruction and Notes	Script (Teacher Educator Speaking)
Students will need their copy of the "Basic Learner Outcomes, Theoretical Ideal Rankings" handout that they received in Module 2, Part I., Second Day.	When children begin school (in Kindergarten and/or First Grade) many of the activities used have been termed "readiness" activities. And so it is in education, that whenever students progress from one level of difficulty to another in subject matter areas, the activities that immediately precede those to be learned are "readiness" in nature. They are not always called "readiness"

Instruction and Notes

Script

activities in later grades, but the idea is the same--the students are being prepared for learning. Career education activities are much the same in that the early grades (K-6) are "readiness" activities for living and making a living.

In looking at the "Basic Learner Outcomes, Theoretical Ideal Ranking" handout, you will recall from previous class meetings that the emphasis changes changes from grade level to grade level. In the elementary school, career education is not so much concerned with career planning and decision making as it is with the teaching of correct attitudes and appreciation toward work--as well as developing the ability to get along with others.

In this class, we will be most concerned with the first three "outcomes categories" in each grade level grouping on your handout.

Instruction and Notes	Script
Students will need the list, "Basic Learner Outcomes." It was a handout in Module 2 Part II, Second Day.	Using the two handouts about the Basic Learner Outcomes as reference points, let's examine some examples of learning modules (lesson plans) that use the Basic Learner Outcomes as a part of their teaching strategies.
Distribute examples of learning modules (lesson plans) that have been developed using the learner outcomes. These lesson plans are from a Curriculum Writing Workshop conducted jointly by the Region XII Education Service Center, Waco, Texas, and the Partners in Career Education Project, Arlington, Texas.	Notice at the top of the page that the subject, learner outcome and performance objective are listed. Pay particular attention to the numbers that follow the bold print entitled, Career Education Learner Outcome. The first number tells the reader which of the nine outcome categories this particular lesson plan addresses (refer students to items I-IX on the Basic Learner Outcomes handout).

Instruction and Notes

The Region XII Education Service Center published the results of the workshop. The teacher's name and school district he/she represented are in the upper right hand corner of each learning module. Refer to the gold booklet, Basic Learner Outcomes for Career Education, for further information.

Script

Since there are a total of 177 outcomes combined within the nine category areas, the second figure tells the specific outcome (refer to gold booklet).

In looking at the lesson plans (sometimes called learning modules), look first at the one developed for a kindergarten science class. What does the number 4:10 indicate? What does the number 4 tell us? (Refer to Basic Learner Outcome list. It tells the reader that the goal area is "Attitudes and Appreciation"). The number 10 tells us which specific outcome has been addressed (see page 10 in the gold booklet).

Is this learner outcome one that is important to children as well as adults? Does this outcome fit under the "readiness for living and making-a-living" heading?

This important attitude can be developed in young children through regular curriculum channels. This science lesson is one way of doing it.

Instruction and Notes

Script

Look at another lesson plan example; this time, view the one for first grade language arts. Which learner outcome goal area is being used (refer students to Basic Learner Outcomes list)? The number 7 tells the reader it is "Personal/ Work/Societal Responsibilities." In referring to the Theoretical Ideal Rankings, you will notice that this goal area is one of the top three emphasis areas for K-2, average children. Please note that these activities are <u>not</u> separate career education activities, but are carefully blended within the existing curriculum.

Look now at the example for the grade level grouping 3-4. This lesson plan deals with "Education/Career Opportunity Relationships." The career education learner outcome in this example will help the student to learn about his/her basic needs regarding writing skill as a tool for living and communicating effectively.

Instruction and Notes

Script

Another example of career oriented lesson planning is from the 5-6 grouping and has been taken from the social studies curriculum.

Which goal area does it emphasize ("Personal/Work/Societal Responsibilities")?

What are some career education implications of a lesson dealing with the Bill of Rights? Points for discussion:

- With rights, come responsibilities.
- Does the Bill of Rights have impact on occupations?
- Can a newspaper print a made-up story and publish it as the truth?
- Can anyone perform any act that is harmful to someone?

In summary, the Bill of Rights has impact upon personal responsibility, for responsibility in a work setting, and a responsibility to and for society. Can you think of some resource persons

Instruction and Notes	Script
	who could add impact to this study? . policeman . judge . minister . social worker . lawyer . journalist.
Refer students to the handout, "Basic Learner Outcomes, Theoretical Ideal Rankings," that they received in Module 2.	With these examples of lesson plans in mind and using the Theoretical Ideal Rankings as a guide for an area of emphasis, we will be developing lesson plans of our own.
The lesson plan devised by each group should address one of the first three outcome categories listed under their grade level interest on the Theoretical Ideal Rankings handout.	Now, move into groups according to your grade level interest: K-2, 3-4, 5-6. Each group should devise a lesson plan that incorporates one of the first three outcome categories in the lesson plan. The lesson plans should relate to subject matter to be taught in your grade level. Use the remainder of this class period to plan together. You may want to use the gold booklet, Basic Learner

Instruction and Notes	Script
	Outcomes for Career Education, to identify specific outcomes within the outcome category area.
Note: There are 3 Basic Learner Outcomes for Career Education booklets in the kit.	
Break the class into groups.	
	Be prepared to present your group's lesson plan at the next class period.
	(Planning Time)
	The time today is expended. Continue working outside class. Remember, be prepared to present lesson plans at the next class meeting. We will also discuss how a progressive pattern of outcomes is taught.
Dismiss.	

Part II. - A

Second Day: Schedule of Activities

Activity	Time
Presentation of Group Lesson Plans	35 min.
Discussion of Progressive Pattern of Outcomes	15 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

SECOND DAY

Instruction and Notes

Script (Teacher Educator Speaking)

The assignment for today involved the preparation of lesson plans that incorporate career education outcomes within subject matter areas. These were to have been prepared as a group effort: K-2, 3-4, or 5-6. Which group would like to be first?

(Presentations)

Each group has presented its plan well. Can you see the pattern that is emerging? A scope and sequence for career education can flow smoothly from level to level as

Instruction and Notes

Dismiss.

Script

an integral part of the existing curriculum. You have simply "added-in" another ingredient, not "added-on" something else.

When students are taught career education concepts through regular subject matter, the relationship between the classroom and the world around them becomes more evident. School moves from the abstract to the concrete. There is more evidence of purpose to the student. Teachers will enjoy teaching more--just as students will come to enjoy learning more.

In summary, we might say that career education is a "chameleon" in the classroom. It has the ability to become the "color" of the subject being taught--not remaining a separate thing, but "blending with" the subject matter in such a way as to become a part of its surroundings.

Instruction and Notes

Script

Note: The Teacher Educator may choose to devote other class periods to similar activities. Perhaps related studies such as individual lesson plan notebooks, demonstration teaching or other methods may be built upon this experience.

Part III. - A (K-6) and Part III. - B (7-12) utilize video tapes to help the Teacher Educator to conduct Mini "Make It and Take It" Workshops for the classroom.

Proceed to the section of Part III that is most appropriate for your students.

Part II. –B, Secondary

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide

2) Learning Modules (Lesson Plan), 7-12

Materials to Prepare:

1) Duplicate Learning Modules (Lesson Plans), 7-12, one for each class member.

2) Students will need to bring two handouts they received in Module 2:

. "Basic Learner Outcomes"

. "Basic Learner Outcomes, Theoretical Ideal Rankings"

Equipment Needed:

1) Duplicating or Copying Equipment

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part II. - B: Career Education
Infusion in the Curriculum (7-12)

First Day: Schedule of Activities

Activity	Time
Example of Lesson Plans Infusing Career Education	20 min.
Assignment of Lesson Plan Activity	5 min.
Group Activity	25 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

FIRST DAY

Instruction and Notes	Script (Teacher Educator Speaking)
Students will need their copy of the "Basic Learner Outcomes, Theoretical Ideal Rankings" handout that they received in Module 2, Part I., Second Day.	When children begin school (in Kindergarten and/or First Grade) many of the activities used have been termed "readiness" activities. And so it is in education that whenever students progress from one level of difficulty to another in subject matter areas, the activities that immediately precede those to be learned are "readiness"

Instruction and Notes

Script

in nature. They are not always called "readiness" activities in later grades, but the idea is the same--the students are being prepared for learning. Career education activities are much the same in that the early grades (K-6) are "readiness" activities for living and making a living.

In looking at the "Basic Learner Outcomes, Theoretical Ideal Rankings" handout, you will recall from previous class meetings that emphasis changes from grade level to grade level.

In the elementary school, career education is greatly concerned with the teaching of correct attitudes and appreciation toward work as well as that of developing the ability to get along with others.

At the Middle school (junior high) level, the focus shifts to self investigation and career information--but retains some emphasis on skills in human relationships.

Instruction and Notes	Script
	Career information and the relationship between education and career opportunity is also important. At this level the student needs to find out his/her interests, his/her likes and dislikes, his/her working habits, and other information that are important considerations for selecting a career area. It is also important at this time to begin placing more emphasis on career information. In this class we will be most concerned with the first three "outcome categories" in each grade level grouping on your handout.
Students will need the list, "Basic Learner Outcomes." It was a handout in Module 2, Part II., Second Day.	Using the two handouts about the Basic Learner Outcomes as reference points, let's examine some examples of learning modules (lesson plans) that use the Basic Learner Outcomes as a part of their teaching strategies.
Distribute examples of learning modules (lesson plans) that have been developed using the learner	

Instruction and Notes	Script
outcomes. These lesson plans are from a Curriculum Writing Workshop conducted jointly by the Region XII Education Service Center, Waco, Texas, and the Partners in Career Education Project, Arlington, Texas. The Region XII Education Service Center published the results of the workshop. The teacher's name and the school district he/she represented are in the upper right hand corner of the learning module. Refer to the gold booklet, Basic Learner Outcomes for Career Education.	Notice at the top of the page that the subject, the learner outcome and performance objectives are listed. Pay particular attention to the numbers that follow the bold print entitled, Career Education Learner Outcome. The first number tells the reader which of the nine outcome categories this particular lesson plan addresses (refer students to items I-IX on the "Basic Learner Outcomes" handout). Since there are a total of 177 outcomes combined within the nine category areas, the second figure tells the specific outcome (refer to gold booklet).
	In looking at the lesson plans (sometimes called learning modules), look first at the one developed for physical education, grade 8. Which specific career education learner outcome category does it address (Education/Career Opportunity Relationships")? Does it seem reasonable that a relationship exists between physical fitness and

Instruction and Notes

Script

career opportunities? Obviously, this lesson plan is a foundation lesson that can be built upon and expanded during the study. Can you think of some resource individuals that might visit the classroom during the study?

- doctor
- nurse
- athletic trainer
- personnel director
- mailman
- milkman
- paper boy/girl
- truck driver

(Almost any job requires physical activity of some type.)

What are some suggestions you could make for on-site visits to reinforce classroom learning?

- factory with an assembly line
- bakery
- fire station
- hospital

(All of the above require physical activity.)

Instruction and Notes

Script

Now consider the lesson plan for ninth grade Home Economics and Health. This plan combines two areas of emphasis (Home Economics and Health) and infuses the overall lesson with career education concepts. Which career education learner outcomes does this learning module address ("Career Information")?

Discuss the impression the student teachers have about combining subject matter in this way.

At the high school level, the focus of career education becomes more and more skill-academic related. This phase is often termed the preparation stage of career development.

At high school entry, career information is stressed so that wise subject choices can be made during the high school years. This information forms the basis for career planning and decision-making by the student.

Instruction and Notes

Refer to Lesson Plans
(Learning Modules) for

. 8th grade physical education
. and 9th grade home economics and health.

Script

The next building block to consider at the high school level would be the acquisition and retention of jobs during or following school years.

Other career education learner outcomes are included during (middle) junior high and high school years, but the stress is placed on areas most appropriate for this stage of career development.

In looking at other lesson plan examples, the one for tenth grade physical education emphasizes an area different from the two others we have examined. The first lesson plan was concerned with the relationship between daily physical activity and physical fitness. The second lesson plan dealt with career information. From looking at these three examples, scope and sequence begins to emerge. Through a change in emphasis at grade levels the same subject or related subjects use the Theoretical Ideal Rankings to sequence the learner outcome goal areas.

Instruction and Notes

Script

Look next at the learning module for eleventh grade English. The curriculum content (abbreviations) has been given relevance by showing the usefulness of the information through an employment application. In looking at the second page of this module, who are some other resource persons who might address this subject effectively?

. secretary

. postal employee

. telegraph operator.

By the time students reach the eleventh and twelfth grades, Career Planning and Decision Making outcomes are most important in career development. The lesson plan example you have uses math as a vehicle for achieving the learner outcome.

Trigonometry (twelfth grade) is used to present information on "Economic Factors Influencing Career Opportunities." Page 3 of this lesson plan contains the career education infusion process. Notice how

Instruction and Notes

Students will need the handout, "Basic Learner Outcomes, Theoretical Ideal Rankings," they received in Module 2.

If the class is not structured along subject matter lines, grouping for the activity should be by subject matter areas of emphasis. Students may then choose a grade level to address.

Note: There are 3 Basic Learner Outcomes for Career Education booklets in the kit.

Break the class into groups.

Script

the teacher has used the traditional subject matter as a foundation for a learner outcome analogy.

With these examples of lesson plans in mind and using the Theoretical Ideal Rankings as a guide for an area of emphasis, we will be developing lesson plans of our own.

We will be working in groups of three. Each group should devise a lesson plan that incorporates one of the first three outcome categories in the lesson plan.

The lesson plans should relate to subject matter to be taught in your grade level. Use the remainder of this class to form your group and plan together. You may want to use the gold booklet, Basic Learner Outcomes for Career Education, to identify specific outcomes within the goal category area.

Be prepared to present your group's lesson plan at the next class period.

(Planning Time)

Instruction and Notes	Script
The lesson plan devised should address one of the first three outcome categories listed under their grade level interest on the Theoretical Ideal Rankings handout.	The time today is expended.
Dismiss.	Continue working outside class. Remember, be prepared to present lesson plans at the next class meeting. We will also discuss how a progressive pattern of outcomes is taught.

Part II.-B

Second Day: Schedule of Activities

Activity	Time
Presentation of Group Lesson Plans	35 min.
Discussion of Progressive Pattern of Outcomes	15 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

SECOND DAY

Instruction and Notes	Script (Teacher Educator Speaking)
	The assignment for today involved the preparation of lesson plans that

Instruction and Notes

Script

incorporate career education outcomes within subject matter areas. These were to have been prepared by groups--so, which group would like to be first?

(Presentations)

Each group has presented its plan well. Can you see the pattern that is emerging? A scope and sequence for career education can flow smoothly from level to level as an integral part of the existing curriculum. You have simply "added-in" another ingredient, not "added-on" something else.

When students are taught career education concepts along with regular subject matter, the relationship between classroom instruction and the world about them becomes more closely related. School moves from the abstract to the concrete. There is more evidence of purpose to the student. Teachers will enjoy teaching more--just as students will enjoy learning more.

Instruction and Notes

Script

In summary, we might say that career education is a "chamelon" in the classroom. It has the ability to become the "color" of the subject being taught--not remaining a separate thing, but "blending with" the subject matter in such a way as to become a part of its surroundings.

Dismiss.

Note: The Teacher Educator may choose to devote other class periods to similar activities. Perhaps related studies such as individual lesson plan notebooks, demonstration teaching or other methods may be included.

Part III-A (K-6) and Part III-B (7-12) utilize video tapes to help the Teacher Educator to conduct Mini-"Make It and Take It" Workshops for the classroom.

Instruction and Notes	Script
Proceed to the section of Part III that is most appropriate for your students.	

PART III.

"Mini-Make It & Take It Workshops"

This part has been divided into two sections:

- Part III-A presents activities and ideas for the elementary curriculum.
- Part III-B presents activities and ideas for the secondary curriculum.

Two fifty-minute class periods are required to complete Part III-A and two fifty-minute class periods are required to complete Part III-B.

Video tapes present mini-workshops that can be completed during fifty-minute class periods.

Review the Resources Needed Page for Part III-A and Part III-B. One or both of these sections may be completed.

Part III.-A (K-6)

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide
2) Patterns and Directions for Positive and Negative Designs
3) Directions for Career Awareness Tree
4) Directions for Food Fantasy Activity
5) Video Tape #3, "Make It and Take It" Workshop for the Classroom, K-6.

Materials to Prepare:

1) Duplicate items #2, #3, and #4 above, one for each student teacher.
2) Review items #2, #3, and #4 above for materials needed to complete each activity.

Equipment Needed:

1) Video Tape Recorder and Viewing Monitor.
2) Duplicating or Copying Equipment.

Resource Person (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part III.-A

"Make It and Take It" Workshop
for the Classroom, K-6

First Day: Schedule of Activities

Activity	Time
Introduction to the Workshop	10 min.
Video Tape #3	25 min.
Discussion of Activities, Selection of Activity to Make, Materials Needed	15 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

FIRST DAY

Instruction and Notes

Has the necessary video equipment been obtained? (If video equipment is not available, the activities can be completed by the students using the directions on the handouts.)

Script (Teacher Educator Speaking)

Materials and activities that stress career education concepts can be made inexpensively and attractively.

Perhaps you have some ideas of your own for preparing visuals, games, charts or other items that accomplish career education infusion.

Some of you, however, may be having difficulty visualizing a plan for preparing materials. A video tape has been prepared that demonstrates some possible ways these things can

Instruction and Notes

Script

be accomplished. As you view the tape, take note of any activity or activities that you would like to try. We will be completing some of the activities shown during the next class meeting.

Show Video Tape #3.

(View Video Tape #3)

What are some observations that you made during the tape?

(Discussion. Talk about such topics as:

. Career education can be presented in a variety of approaches.
. Materials used are easily accessible.
. Materials used are not costly.
. They represent "hands-on" activities that enhance the learning process.)

Distribute copies of the following to each student teacher:

. Patterns and Directions for Positive and Negative Designs.
. Directions for Career Awareness Tree.
. Directions for Food Fantasy Activity.

These handouts will be helpful to you in obtaining materials for a "Make It and Take It" activity. You may choose to do one or all of the activities shown. Perhaps you have ideas of your own that you would prefer to do that incorporate career education into the teaching/learning process.

Instruction and Notes	Script
If these materials are available in the department this announcement will not be necessary.	Come prepared to the next class meeting with the materials necessary for completing one or more of the activities shown or one or two of your own design. Keep in mind that these activities must have a two-foid purpose. They should represent curriculum content (math, art, language arts, science, etc.) and have provisions for career awareness in the elementary classroom.

Dismiss.

Part III.-A

Second Day: Schedule of Activities

Activity	Time
Statement of the Assignment	5 min.
"Make It and Take It" Activities	45 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

SECOND DAY

Instruction and Notes	Script (Teacher Educator Speaking)
Students should have been informed prior to class-time relative to types of materials needed if they are to furnish the materials themselves.	At our last class meeting we viewed and discussed a video tape dealing with "Make It and Take It" activities. In the Mini-Workshop, three different teaching/learning activities and the career education implications of each were presented. Today, we will have a Mini "Make It and Take It" Workshop of our own. Each of you has come prepared--so let the work begin!
This type of class work can be repeated as often as the teacher educator chooses. It is an excellent method for correlating activities and career education concepts with lesson plans.	(Activities)
If time permits, discuss the work as it is completed. Perhaps materials could be displayed for a few days. Dismiss.	(Discussion of Activities)

Part III.-B (7-12)

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide
2) Directions for a "Secret Self" Collage
3) Directions for making a "Map Game"
4) Directions for making a "Desert Dish Garden"
5) Video Tape #4, "Make It and Take It" Workshop for the Classroom, 7-12.

Materials to Prepare:

1) Duplicate Items #2, #3 and #4 above, one for each student teacher.
2) Review items #2, #3 and #4 above for materials needed to complete each activity.

Equipment Needed:

1) Video Tape Recorder and Viewing Monitor.
2) Duplicating or Copying Equipment.

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part III.-B

"Make It and Take It" Workshop
for the Classroom, 7-12

First Day: Schedule of Activities

Activity	Time
Introduction to the Workshop	10 min.
Video Tape #4	25 min.
Discussion of Activities, Selection of Activity to Make, Materials Needed	15 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

FIRST DAY

Instruction and Notes

Has the necessary video equipment been obtained? (If video equipment is not available, the activities can be completed by the students using the directions on the handouts.)

Script (Teacher Educator Speaking)

Materials and activities that stress career education concepts can be made inexpensively and attractively.

Perhaps you have some ideas of your own for preparing visuals, games, charts or other items that accomplish career education infusion.

Some of you, however, may be having difficulty visualizing a plan for preparing materials.

Instruction and Notes

Show Video Tape #4.

Distribute copies of the following to each student teacher:

. Directions for a "Secret Self" Collage.

. Directions for Making a "Map Game."

Script

A video tape has been prepared that demonstrates some possible ways these things can accomplished. As you view the tape, take note of any activity or activities that you would like to try. We will be completing some of the activities shown during the next class meeting.

(View Video Tape #4)

What are some observations that you made during the tape?

(Discussion. Talk about such topics as:

. Career education can be presented in a variety of approaches.

. Materials used are easily acessible.

. Materials used are not costly.

. Media is important to career education.

. "Hands on" activities enhance the learning process.)

Instruction and Notes	Script
Directions for Making a "Desert Dish Garden."	These handouts will be helpful to you in obtaining materials for a "Make It and Take It" activity. You may choose to do one or all of the activities shown. Perhaps you have ideas of your own that you would prefer to do that incorporate career education into the teaching/learning process.
If these materials are available in the department, this announcement will not be necessary.	Come prepared to the next class meeting with the materials necessary for completing one or more of the activities shown or one or two of your own design. Keep in mind that these activities must have a two-fold purpose. They should represent curriculum content (math, art, language arts, science, etc.) and have provisions for career education in the secondary classroom.
Dismiss.	

Part III.-B

Second Day: Schedule of Activities

Activity	Time
Statement of the Assignment	5 min.
"Make It and Take It" Activities	45 min.
TOTAL TIME	50 min.

LEADERSHIP SCRIPT

SECOND DAY

Instruction and Notes

Students should have been informed prior to class-time relative to types of materials needed if they are to furnish the materials themselves.

This type of class work can be repeated as often as the teacher educator chooses. It is an

Script (Teacher Educator Speaking)

At our last class meeting, we viewed and discussed a video tape dealing with "Make It and Take It" Activities. In the Mini-Workshop, three different teaching/learning activities and the career education implications of each were presented.

Today, we will have a Mini "Make It and Take It" Workshop of our own. Each of you has come prepared--so let the work begin!

(Activities)

Instruction and Notes	Script
excellent method for correlating activities and career education concepts with lesson plans.	
If time permits, discuss the work as it is completed. Perhaps materials could be displayed for a few days.	(Discussion of Activities)
Dismiss.	